

**Psychology 130 - Children in Poverty: Using the Liberal Arts  
to Understand the Causes and Consequences of Child Deprivation**

First-Year Learning Community with CP 101CP

Course Syllabus for 2012, Fall Semester

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**Professor:** Dr. Elizabeth Rellinger Zettler

**Office:** 18-C Baxter Hall

**Phone:** 245-3408 (office); 248-6802 (cell)

**Class Times:** Tuesday, Wednesday, Thursday, and Friday from 11:00 to 11:50

**Class Room:** Baxter 16

**email:** [relling@ic.edu](mailto:relling@ic.edu)

**Office Hours:** MTWRF 9:00-10:00

MT 1:30-2:30

And by appointment

**Other Contact Information:** You may contact me via facebook, but I do not check this as often as I check my e-mail. Please do *not* text message me.

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**Required Texts:**

1. Alderman, H., editor, (2011). *No Small Matter: The Impact of Poverty, Shocks, and Human Capital Investments in Early Childhood Development* (Human Development Perspectives). World Bank Publications. (ISBN: 978-0821386774)
2. Kozol, J. (1996). *Amazing Grace: The Lives of Children and the Conscience of a Nation*. Harper Perennial. (ISBN: 978-0060976972)
3. Many other readings, as noted in the weekly schedule will be provided via e-mail, downloaded by students from Academic Search Premier, or handed out in class. It is imperative that students check their campus e-mail on a regular basis to ensure that they are receiving all of their class material.

**Course Goals:** Throughout this course, we will look at the problem of childhood poverty from many lenses. For instance, we will look at the causes of poverty from a political and historical standpoint and examine the biological consequences of poor prenatal care and infant nutrition. We will also work to look at the complex interactions of various forces as they affect the lives of individual children both nationally (e.g., we'll examine how a lack of health insurance can have a multiplicative effect in terms of both creating poverty and magnifying the effects of poverty) and internationally (e.g., we'll look at how gender biases interact with other forces for girls in India). Throughout the entire course, we'll also pay particular attention to the rhetoric of poverty by exploring how various groups talk about the issue of childhood poverty to advance other goals.

**Course Objectives:** In addition to introducing you views of children living in poverty, this course is designed to prepare you for a successful career at Illinois College in several ways:

1. To give you practical advising on issues such as what kind of learner you are and your study habits, creating a personal development plan, time management, and course selection;
2. To introduce you to the fundamental values of this campus community, including the value of a liberal arts education, our affirmation of community responsibility, and the ability to

- connect ideas across disciplines;
3. To help you make the transition from your work at high school to the more rigorous demands of reading, thinking, collaborating, problem solving, speaking, and writing at the college level;
  4. To foster friendships that can serve as both an academic and social network.

In order to prepare you for your college career, all first-year seminars are *Writing Extensive Experiences* and *Speaking Extensive Experiences*. You will have four more of these in each category throughout your four years. Upon completion of the *Writing Extensive Experience* requirement, you will

1. write for a variety of contexts (i.e., audience analysis, purpose of writing, type of writing);
2. demonstrate you understand writing as a process (invention, arrangement, drafting, revising, editing);
3. write in disciplinary-appropriate fashion (following disciplinary conventions, vocabulary, style guides);
4. use sources and evidence appropriately (citations, attributions, acknowledgements);
5. demonstrate a mastery of syntax and mechanics (grammar, punctuation).

Upon completion of the *Speaking Extensive Experience* requirement, you will

1. communicate ideas in a clear, accurate, logical, and compelling manner (i.e., increase knowledge, foster understanding, and change attitudes, values, beliefs, or behaviors, etc.);
2. organize an oral presentation (i.e., introduction, body, conclusion, transitional statements/language, etc.);
3. use multiple forms of supporting materials appropriate to each discipline (i.e., citing evidence, testimony, examples, and other forms of discipline-specific reasoning, etc.);
4. deliver a discipline-appropriate oral presentation meeting instructor-established expectations and presentation characteristics (i.e., verbal effectiveness, audience analysis techniques, discipline-specific language and presentation style, body language, professional conduct, etc.);
5. use visual aids to represent data/techniques appropriate to each discipline (i.e., photos, graphs, maps, illustrations, etc.).

We are also striving to introduce you to concepts we'll build on throughout your college career: US Diversity, Global Awareness, and Community/Civic Engagement. We believe individuals *can* make a difference.

### **Learning Community Goals:**

As previously stated, this course is part of a learning community with CO 101CP: Speech Fundamentals. The Common Goals of our learning community are that upon the completion of this class students should be able to:

- explain how public and private discourses define poverty and the lives of children;
- identify and use various credible sources of information when researching a topic; and
- apply effective public speaking skills in presenting material on child deprivation.

## Illinois College Mission Statement

True to its founding vision in 1829, Illinois College is a community committed to the highest standards of scholarship and integrity in the liberal arts. The College develops in its students qualities of mind and character needed for fulfilling lives of leadership and service.

## Affirmation of Community Responsibility

Illinois College is committed to the development and welfare of every member of our community: student, faculty, staff and administration.

To achieve the working and learning environment most conducive to everyone's well-being and growth at the College, all members of the community must assume responsibility. Individually and collectively, we should:

- Pursue excellence in academic and co-curricular experiences, and in all activities which support the academic program;
- Exhibit integrity in intellectual development;
- Practice responsible and effective communication; and
- Foster tolerance and respect in our community.

We affirm that we are all caretakers of our community and recognize that our individual responsibilities are essential for nurturing collaborative relationships, critical exploration, and global awareness in our community. A quality liberal education requires our commitment to excellence, integrity, communication, tolerance, and shared responsibility for the success of Illinois College.



Child poverty rates, 2007



Source: USDA, Economic Research Service analysis using data from the U.S. Census Bureau's Small Area Income and Poverty Estimate Program.

<b>Course Requirements:</b>	<b>Percent of Final Grade:</b>
Summer Reading Paper	2%
Cultural Comparison Paper	10%
Ecological Systems Model	10%
4 In Class Collaborative Projects	20% (5 % Each)
Rhetorical Analysis Paper	10%
Rhetorical Analysis Presentation	10%
Service Learning Project Participation	5%
Service Learning Paper	5%
Reflective Journal	3%
Exams	25% (10 and 15%, respectively)
Class Participation	required, no credit

**Cultural Comparison Paper** – Students will choose 2 communities and compare and contrast many factors that affect the care and treatment of children within these communities. More information, including a grading matrix, will be presented in class. To do this well, students typically will write a 5-8 page paper.

**Ecological Systems Model** – Students working in pairs will choose a subculture and create a model showing the dynamic interaction between forces as they affect the cycle of poverty. In doing so, students will be encouraged to think creatively to both understand and represent the myriad ways in which factors combine to make it difficult for individuals and minority groups to escape poverty. These models can take many forms, but three-dimensional representations are preferred.

**In Class Collaborative Projects** - During the semester various assignments will be given that will require the students to complete work together using a Jigsaw Classroom Approach. More about this process will be explained during class. The purpose of these projects is to encourage students to utilize information as it is being learned.

**Persuasive Paper** – Each student will choose a text of some sort (this may include a play, short story, art work, song, or advertisement) to analyze using information learned throughout the semester in this course and in their Communications course. They will write a 8-12 page paper discussing how this text impacts or illustrates the state of children in poverty. In writing this paper, students will also explore the intended purposes of the author(s), and the likely effect on the intended audiences.

**Persuasive Presentation** – Students will present a persuasive speech based on their persuasive paper. This speech will be joint graded by Dr. Rellinger and by Dr. Wright.

**Service Learning Component** – Students will engage in both a local and a global service learning project. More details about these projects will be distributed during the semester. In addition to the working directly on these projects, students are required to:

1. properly documents their participation in this project;
2. write a 3-5 page paper focusing on the interplay between theory, research, and experiential views of the impact of poverty on children.

**Reflective Journal** – throughout the semester, students will keep a reflective journal in which they record their activities, their academic reflections on these activities, and their personal reflections on their own views of the care of children in various communities around the world.

**Exams** - Two exams will be given during the semester. One will occur during at midterm and the other will take place during finals week. The final is cumulative, but will be primarily contain material covered in the last section of the course. All tests will be comprised of multiple choice, short answer, and essay questions. Questions will be taken from both the text and class lectures. Many of these questions will require critical thinking (as opposed to recall or recognition) of the material.

### **Course Expectations**

**Attendance Policy:** You are allowed 3 unexcused absences, which cannot be on a day you or your group is presenting. Save them and use them wisely. Every subsequent unexcused absence will lower your collective participation grade by half a letter. Excused absences, which constitute hospitalizations, death of an immediate family member, required court appearance, and participation in some Illinois College sponsored events, must be obtained from the Nurse, Associate Dean, or the Illinois College staff/Professor sponsoring the event. Such absences must be approved by me in advance and arrangements must be made for making up work. Regardless of the reason for your absence, it is advisable for you to find out what happened in class from me and from your fellow classmates. For IC's attendance policy, see the college catalog and *The Blue Book*. Please also be on time.

**Reading:** You are expected to read all assignments carefully and to contribute to class discussions. This means you must also buy all the books. Come to class ready to talk about what you've read. We won't have a chance to discuss everything in the same amount of detail, so come with questions that you need answers to. Lack of preparation will be reflected in your participation grade, and also tends to be reflected in papers.

**Preparation:** It is expected that you will spend at least 1-2 hours and occasionally more outside of class preparing for each hour of class time. Plan accordingly.

**Cell Phones:** You must turn your cell phone off before class begins. If you are texting or your cell phone goes off during class, there will be a consequence, determined by our collectively created class contract.

### **Grading Scale:**

	A	92-100%	A-	90-91%,
B+	B	82-87%,	B-	80-81%
C+	C	72-77%	C-	70-71%
D+	D	62-67%	D-	60-61%
	F	59% or less		

**Intellectual Integrity:** In accordance with policies upheld by institutions of higher learning, students are expected to do their work with integrity. What follows is from *The Blue Book* (Section D, p. 14), available online under the Student Life tab.

## **Honor Code (Academic)**

### **Introduction**

Illinois College is a community founded upon trust. It acknowledges its students' diligence and assumes a general adherence to honesty. Cheating and plagiarism violate trust, honor and integrity. To maintain the cohesion of the Illinois College community, all students shall adhere to an academic Honor Code.

### **Mission and Purpose**

The academic community of Illinois College strives to create a learning environment conducive to educational development and integrity. The Honor Code promotes individual respect and responsibility necessary for a liberal arts education. The purpose of the Honor Code is to unify the campus community by ensuring equality, promoting a positive academic attitude and keeping appropriate records.

### **Procedure**

By enrolling in the College, every student has agreed to follow the academic integrity oath. Students are expected to abide by and understand the Honor Code and its purpose.

Every member of the College community shall have access to the Honor Code. Each incoming student is obligated to learn about the Honor Code policy and what constitutes cheating as defined by each department or program.

For more information, see [www.ic.edu/Honor\\_Code](http://www.ic.edu/Honor_Code)

### **Academic Integrity Oath**

As a member of the Illinois College academic community, I promise to preserve and enforce the Honor Code and everything for which it stands. I will present my work in compliance with the Rules of Academic Integrity listed in the Honor Code. I will report any transgressions that I witness to the professor of the class in question. I will never break the honor of this institution, and if I do so, I will accept the consequences of my offenses as outlined in the Honor Code.

You need to print this and sign it at the end of each essay:

This paper constitutes only my thinking and my ideas. Where I have used any other materials, I have clearly identified and attributed them.

## Preliminary Class Schedule

*Schedule can be modified upon the agreement of students and the professor.*

**Note:** Readings should be completed on or before the day they are listed.

### **Topic I: Introduction to the Learning Community**

- Aug. 25      Introductions to the course, IC, and each other  
Take the CLA
- Aug. 26      Community Service Blitz
- Aug. 27      1:45-3:30 Presentation by Mallory Bejeister; Discuss Community/Civic  
Engagement; Discuss Syllabus; Begin Discussing Service Project;  
Writing Survey  
Reading: "What We Don't Talk about When We Don't Talk about Service."  
**4:00: Opening Celebration Convocation**
- Aug. 28      The Liberal Arts.  
Assignment: View Liz Coleman's Call to Reinvent Liberal Arts Education at  
<http://www.youtube.com/watch?v=syqScVtnKuU>

### **Topic II: Culture and World Views of Poverty**

- Aug. 29      Basic Statistics  
Reading: explore the NCCP website (<http://www.nccp.org/>) and the CHIP  
website (<http://www.childhoodpoverty.org/>).
- Aug. 30      Ethical Issues  
Reading: Declaration on the Rights of the Child (download at:  
<http://www.un.org/cyberschoolbus/humanrights/resources/child.asp>)
- Aug. 31      Urban Poverty in the United States and Plagiarism Exercise  
Reading: Introduction and pages 1 to 8 of *No Small Matter*
- Sept. 3      **Story Corps Convocation from 11:00-11:50**
- Sept. 4      Cognitive Development and Poverty  
Reading: pages 9 to 18 of *No Small Matter*  
**Final Version of Summer Paper Due**
- Sept. 5      Poverty in the Third World  
Reading: pages 18-25 of *No Small Matter*

- Sept. 6 Policy Implications  
Reading: pages 25-50 of *No Small Matter*
- Sept. 7 Adjustment to College: Mallory presents on Wellness
- Sept. 10 **Mollie Barker Convocation “Be the Change” from 11:00-11:50**
- Sept. 11 Gender and Poverty  
Reading: Explore various links at the UN Women Website at  
[http://www.unifem.org/gender\\_issues/resources.php?WebSectionID=4](http://www.unifem.org/gender_issues/resources.php?WebSectionID=4)  
**Selection of Topic for Cultural Comparison Paper Due**

### **Topic III: The Science of Poverty**

- Sept. 12 The Deprived and Polluted Fetus  
Reading: pages 51-60 of *No Small Matter*  
**6:00 p.m. Dinner at Barnes House**
- Sept. 13 The First 3 Years of the Brain  
Reading: pages 60-70 of *No Small Matter*
- Sept. 14 Adjustment to College: Dorm Life and Beyond
- Sept. 17 In COM 101 Class – Begin working on informative speech based on the UN Declaration of the Rights of the Child
- Sept. 18 Malnutrition and Academic Performance  
Reading: pages 70-83 of *No Small Matter*
- Sept. 19 Poverty and Crisis  
Reading: pages 85-98 of *No Small Matter*

### **Topic IV: The Social World and Poverty**

- Sept. 20 Orhans  
Reading: pages 98-113 of *No Small Matter*
- Sept. 21 Adjustment to College: Mallory presents on Time Management
- Sept. 25 Social Services for the Poor  
Reading: pages 115-130 of *No Small Matter*
- Sept. 26 Intervention  
Reading: pages 130-154 of *No Small Matter*
- Sept. 27 Intervention Continued  
Reading: TBA



Sept. 28 Adjustment to College: Information Literacy – Schewe Library

**Topic V: The Rhetoric of Children and Poverty**

Oct. 2 Presentation by Dr. Kallia Wright on the state of the Jamaican Child  
**First Draft of Cultural Comparison Paper Due**

Oct. 3 Why are we always feeding the Children?  
Reading: TBA

Oct. 9 Adjustment to College: Service Learning

Oct. 10 Politics of the Left and Right  
Reading: TBA

Oct. 11 Art and Children of the Poor  
Reading: TBA

Oct. 12 Adjustment to College: Mallory on Diversity (Session 1)

Oct. 16 Collaborative Project #1  
**Revision of Cultural Comparison Paper Due**  
**7:00 Convocation on “Letters to President Obama”**

Oct. 17 Poverty and the Theatre (The sun may come up for Annie, but what about the others?)  
Reading: Handout from *Annie*

Oct. 18 From Elvis to Eminem: The Music of Poverty and Brainstorming for Persuasive Speech **Prepare for Midterm**  
Reading: Lyric handouts

Oct. 19 Adjustment to College: Mallory on Diversity (Session 2)  
**Collaborative Project #1 Due**

Oct. 23 Presentation by Kallia Wright

**Topic VI: Spiritual and Philosophical Schools of Thought**

Oct. 24 Advising for Spring Semester

Oct. 25 **MIDTERM EXAM**

Oct. 26 Adjustment to College: Mallory on Diversity (Session 3)

Oct. 29 **John Q. Adams Convocation, “What’s so scary about diversity?” 11:00-11:50**

- Oct. 30 Christian and Non-Christian Traditions  
Reading: TBA
- Oct. 31 Ethical Lenses from Sparta to the Enlightenment  
Reading: Handout from Santrock

**Topic VII: Applying What We Know**

- Nov. 1 Adjustment to College: Schedule Adjustments
- Nov. 2 Persuasive Speech Presentations Day 1
- Nov. 6 Persuasive Speech Presentations Day 2
- Nov. 7 Persuasive Speech Presentations Day 3
- Nov. 8 Persuasive Speech Presentations Day 4
- Nov. 9 Adjustment to College: Completing Service Learning Project

**Topic VIII: Putting it Together**

- Nov. 13 Fun with Statistics  
Reading: selection from *How to Lie with Statistics* (handout)  
**All Work Related to the service learning project is due at the start of class.**
- Nov. 14 Ecological Systems Theory  
Reading: selection from Bronfrenbrenner (handout)
- Nov. 15 Begin Modeling Process  
Reading: Begin *Amazing Grace*, pages 1-103
- Nov. 16 Adjustment to College: Self-Evaluations and Service Projects
- Nov. 19 **Amanda McGrory Convocation 11:00-11:50**
- Nov. 20 Modeling Continued  
Reading: Continue *Amazing Grace*, pages 105-205
- Nov. 21 Final Day for Modeling  
Reading: Complete *Amazing Grace*, pages 207-280

**Topic IX: A Brighter Day**

- Nov. 27      Solutions at the Individual Level  
Reading: pages 155-183 of *No Small Matter*  
**Interactive Model Projects Due at Start of Class**
- Nov. 28      Solutions at the Local Level
- Nov. 29      Solutions at the Global Level
- Nov. 30      Adjustment to College: Stress Management and Service Projects
- Dec. 4        Collaborative Project #2  
**Rhetorical Analysis Papers Due by Start of Class**
- Dec. 5        Collaborative Project #3
- Dec. 6        Collaborative Project #4
- Dec. 7        Adjustment to College: Yerkes-Dodson and Metacognition  
**Final Versions of All Collaborative Projects Due by Start of Class**
- Dec. 11      Preparation for Final and Course Assessment  
**Reflective Journal Due by Start of Class**
- Dec. 14      **Final Exam 3:00-5:00**